

**Chapin Elementary**  
940 Old Bush River Road  
Chapin, SC 29036

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	670 Students	
<b>Principal</b>	Katherina M. Lyden	803-345-2214
<b>Superintendent</b>	Mr. TEC Dowling	803-732-8000
<b>Board Chair</b>	Paula Hite	803-749-1387

**The State of South Carolina**

**Annual School  
Report Card**

**2005**

**ABSOLUTE RATING**

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
18	2	0	0	0

**IMPROVEMENT RATING**

**GOOD**

**ADEQUATE YEARLY PROGRESS**

**YES**

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Excellent	Excellent	N/A
<b>2003</b>	Excellent	Good	Yes
<b>2004</b>	Excellent	Excellent	Yes
<b>2005</b>	Excellent	Good	Yes

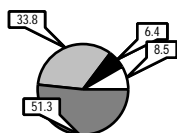
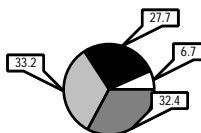
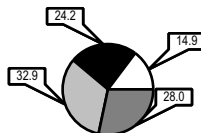
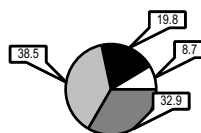
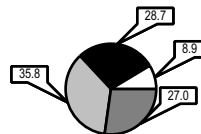
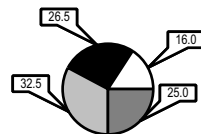
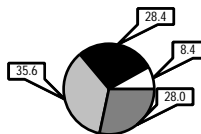
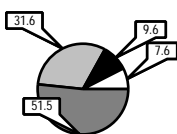
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	354	100.0	8.5	33.8	51.3	6.4	69.7	Yes	Yes
<b>Gender</b>									
Male	180	100.0	9.8	39.7	46.0	4.6	62.1		
Female	174	100.0	7.1	27.8	56.8	8.3	77.5		
<b>Racial/Ethnic Group</b>									
White	321	100.0	7.4	33.1	52.7	6.8	71.7	Yes	Yes
African American	26	100.0	19.2	46.2	30.8	3.8	46.2	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	310	100.0	4.7	32.4	56.2	6.7	74.6		
Disabled	44	100.0	34.1	43.2	18.2	4.5	36.4	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	354	100.0	8.5	33.8	51.3	6.4	69.7		
<b>English Proficiency</b>									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	351	100.0	8.5	33.7	51.3	6.5	69.8		
<b>Socio-Economic Status</b>									
Subsidized meals	64	100.0	18.3	48.3	28.3	5.0	45.0	Yes	Yes
Full-pay meals	290	100.0	6.4	30.7	56.2	6.7	74.9		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	354	100.0	6.7	33.2	32.4	27.7	76.4	Yes	Yes
<b>Gender</b>									
Male	180	100.0	8.0	31.6	31.0	29.3	75.9		
Female	174	100.0	5.3	34.9	33.7	26.0	76.9		
<b>Racial/Ethnic Group</b>									
White	321	100.0	5.8	31.5	33.1	29.6	79.4	Yes	Yes
African American	26	100.0	15.4	57.7	19.2	7.7	42.3	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	310	100.0	4.7	32.1	32.4	30.8	79.3		
Disabled	44	100.0	20.5	40.9	31.8	6.8	56.8	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	354	100.0	6.7	33.2	32.4	27.7	76.4		
<b>English Proficiency</b>									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	351	100.0	6.7	33.1	32.3	27.9	76.5		
<b>Socio-Economic Status</b>									
Subsidized meals	64	100.0	15.0	50.0	20.0	15.0	48.3	Yes	Yes
Full-pay meals	290	100.0	4.9	29.7	35.0	30.4	82.3		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	354	100.0	14.9	32.9	28.0	24.2	52.2
<b>Gender</b>							
Male	180	100.0	17.2	28.7	27.0	27.0	54.0
Female	174	100.0	12.4	37.3	29.0	21.3	50.3
<b>Racial/Ethnic Group</b>							
White	321	100.0	12.5	31.5	29.9	26.0	55.9
African American	26	100.0	42.3	42.3	7.7	7.7	15.4
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	310	100.0	11.7	34.1	28.1	26.1	54.2
Disabled	44	100.0	36.4	25.0	27.3	11.4	38.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	354	100.0	14.9	32.9	28.0	24.2	52.2
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	351	100.0	15.0	32.6	28.2	24.3	52.5
<b>Socio-Economic Status</b>							
Subsidized meals	64	100.0	25.0	43.3	25.0	6.7	31.7
Full-pay meals	290	100.0	12.7	30.7	28.6	27.9	56.5

<b>Social Studies</b>							
All Students	354	100.0	8.7	38.5	32.9	19.8	52.8
<b>Gender</b>							
Male	180	100.0	10.9	32.8	33.3	23.0	56.3
Female	174	100.0	6.5	44.4	32.5	16.6	49.1
<b>Racial/Ethnic Group</b>							
White	321	100.0	7.4	37.6	34.1	20.9	55.0
African American	26	100.0	19.2	50.0	23.1	7.7	30.8
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	310	100.0	7.0	36.5	35.1	21.4	56.5
Disabled	44	100.0	20.5	52.3	18.2	9.1	27.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	354	100.0	8.7	38.5	32.9	19.8	52.8
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	351	100.0	8.5	38.4	33.1	19.9	53.1
<b>Socio-Economic Status</b>							
Subsidized meals	64	100.0	20.0	55.0	21.7	3.3	25.0
Full-pay meals	290	100.0	6.4	35.0	35.3	23.3	58.7

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	108	100.0	8.7	15.4	55.8	20.2	76.0
	4	107	100.0	11.3	37.7	46.2	4.7	50.9
	5	110	100.0	13.0	34.3	49.1	3.7	52.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	119	100.0	6.1	20.9	60.0	13.0	73.0
	4	125	100.0	11.8	35.3	48.7	4.2	52.9
	5	110	100.0	7.3	45.9	45.0	1.8	46.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	108	100.0	1.9	49.0	36.5	12.5	49.0
	4	107	100.0	3.8	39.6	29.2	27.4	56.6
	5	110	100.0	8.3	21.3	24.1	46.3	70.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	119	100.0	4.3	47.8	33.0	14.8	47.8
	4	125	100.0	8.4	22.7	35.3	33.6	68.9
	5	110	100.0	7.3	29.4	28.4	34.9	63.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	119	100.0	13.9	33.0	34.8	18.3	53.0
	4	125	100.0	14.3	33.6	27.7	24.4	52.1
	5	110	100.0	16.5	32.1	21.1	30.3	51.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	119	100.0	5.2	41.7	35.7	17.4	53.0
	4	125	100.0	9.2	37.0	37.0	16.8	53.8
	5	110	100.0	11.9	36.7	25.7	25.7	51.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 670)</b>				
First graders who attended full-day kindergarten	98.3%	Up from 94.0%	96.8%	100.0%
Retention rate	0.2%	Down from 1.1%	1.6%	3.0%
Attendance rate	96.9%	Up from 96.8%	97.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	1.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 0.3%	1.1%	3.2%
Eligible for gifted and talented	37.5%	Down from 38.1%	30.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.9%	Up from 3.8%	5.8%	8.2%
Older than usual for grade	0.0%	No change	0.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 47)</b>				
Teachers with advanced degrees	63.8%	Down from 64.3%	60.0%	52.6%
Continuing contract teachers	89.4%	Down from 97.6%	88.3%	83.3%
Highly qualified teachers	93.0%	Down from 94.4%	93.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	87.4%	Down from 88.6%	88.8%	87.0%
Teacher attendance rate	93.8%	Down from 94.3%	95.6%	95.0%
Average teacher salary	\$45,516	Up 1.2%	\$44,158	\$41,703
Prof. development days/teacher	17.1 days	Down from 18.3 days	13.7 days	12.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 7.0	3.3	4.0
Student-teacher ratio in core subjects	20.9 to 1	Down from 21.3 to 1	20.2 to 1	18.8 to 1
Prime instructional time	89.8%	Down from 90.3%	91.0%	89.8%
Dollars spent per pupil*	\$6,747	Up 1.5%	\$6,318	\$6,242
Percent of expenditures for teacher salaries*	62.0%	Down from 64.8%	67.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	89.8%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The mission of Chapin Elementary School (CES), in partnership with parents and community, is to prepare each child for the challenges of a rapidly changing world by accentuating the strengths of each individual, instilling respect for self and others, and fostering the love of learning in a stimulating environment. Our belief in preparing a well-rounded child resonates in our halls by the emphasis we place on academic achievement, involvement in the arts, civic and community relations, and a nurturing philosophy that is shared among students, teachers, staff, parents, volunteers, and community members. CES is truly a community that embraces all who enter our doors.

The 2004-2005 school year was one of the best ever at Chapin Elementary. CES was proudly awarded and named, for a second time, a SC Red Carpet School. This is an exemplary honor that signifies our commitment to welcoming current and perspective parents and students to our school. It also amplifies our long-standing commitment of providing a warm and comfortable atmosphere that is most conducive to the learning environment for children.

This year, a character education program, with support from local community businesses, was implemented with great success. Cooperation, Preparation, and Respect (CPR) has significantly enhanced the way students take care of each other's hearts. When a student at CES has practiced CPR, they are recognized by receiving a CPR Card. Names are drawn from the monthly CPR recipients and are read aloud over the morning announcements each day. Winners receive a gift certificate donated by local businesses, and the admiration of their peers.

Academically, Chapin Elementary School achieved Annual Yearly Progress (AYP) as prescribed under No Child Left Behind (NCLB). Along with meeting AYP for the year, the South Carolina Education Oversight Committee (EOC) honored CES with recognition of special efforts used to close the achievement gap among students of differing economic, racial, and ethnic groups. This prestigious acknowledgement recognizes and reaffirms our school's commitment to continue to strive to meet the needs of all students and our desire to prepare them for future endeavors.

The atmosphere of Chapin Elementary School is one of caring. Students and staff raised a combined total of more than \$25,000 through efforts for Jump Rope for Heart, the American Lung Association's Sing-A-Lung, and the tsunami relief efforts for the people in Southeast Asia. The students initiated the sales of wrist bracelets to support a local terminally ill child. Additionally, teachers and staff bonded together to raise funds for breast cancer research. The halls and classrooms are constantly filled with parent and community volunteers, adult and student mentors, and business partners who assist to ensure Chapin Elementary School reaches its fullest potential. Chapin Elementary is a successful school because of the wonderful students, teachers, staff, parents, and community members working together to put children first.

Katherina M. Lyden, Principal and Sandy Garriss, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	50	100	93
Percent satisfied with learning environment	88.0%	86.9%	94.3%
Percent satisfied with social and physical environment	98.0%	87.9%	92.5%
Percent satisfied with school-home relations	98.0%	82.0%	89.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.